

**CAIN ELEMENTARY**  
607 First Street  
Darlington, South Carolina 29532

**GRADES** K-3 Elementary School

**ENROLLMENT** 451 Students

**PRINCIPAL** Wanda Odom 843-398-2450

**SUPERINTENDENT** Dr. Rainey Knight 843-398-5200

**BOARD CHAIR** Dr. Thelma P. Dawson 843-393-1291

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	51	13	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

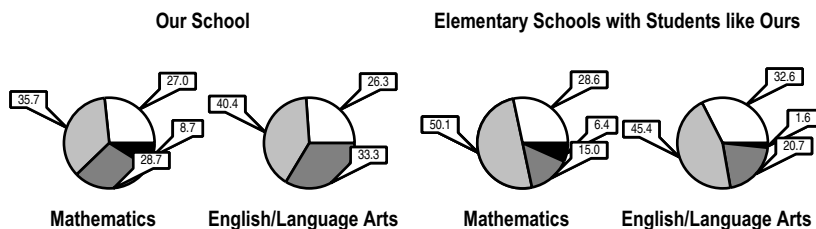
#### SOUTH CAROLINA PERFORMANCE GOAL




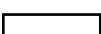
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**  
**WWW.MYSCSCHOOLS.COM**  
**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Average	N/A
2002	Average	Excellent	N/A
2003	Good	Excellent	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	31	99	53
Percent satisfied with learning environment	100.0%	84.8%	90.2%
Percent satisfied with social and physical environment	80.6%	81.4%	76.5%
Percent satisfied with home-school relations	67.7%	82.7%	88.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	121	99.2	26.3	40.4	33.3	N/A	33.3	17.6
Gender								
Male	63	100.0	21.7	51.7	26.7	N/A	26.7	17.6
Female	58	98.3	31.5	27.8	40.7	N/A	40.7	17.6
Racial/Ethnic Group								
White	31	100.0	6.9	51.7	41.4	N/A	41.4	17.6
African-American	88	98.9	32.5	36.1	31.3	N/A	31.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	98	99.0	22.8	37.0	40.2	N/A	40.2	17.6
Disabled	23	100.0	40.9	54.5	4.5	N/A	4.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	121	99.2	26.8	39.3	33.9	N/A	33.9	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	120	99.2	26.4	39.1	34.5	N/A	34.5	17.6
Socio-Economic Status								
Subsidized meals	90	100.0	32.9	36.6	30.5	N/A	30.5	17.6
Full-pay meals	31	96.8	10.0	46.7	43.3	N/A	43.3	17.6

Mathematics								
All students	121	100.0	27.0	35.7	28.7	8.7	37.4	15.5
Gender								
Male	63	100.0	26.7	38.3	30.0	5.0	35.0	15.5
Female	58	100.0	27.3	32.7	27.3	12.7	40.0	15.5
Racial/Ethnic Group								
White	31	100.0	10.3	37.9	31.0	20.7	51.7	15.5
African-American	88	100.0	32.1	35.7	27.4	4.8	32.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	98	100.0	16.1	40.9	32.3	10.8	43.0	15.5
Disabled	23	100.0	72.7	13.6	13.6	N/A	13.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	121	100.0	27.4	36.3	28.3	8.0	36.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	120	100.0	27.0	36.0	28.8	8.1	36.9	15.5
Socio-Economic Status								
Subsidized meals	90	100.0	34.1	35.4	26.8	3.7	30.5	15.5
Full-pay meals	31	100.0	9.7	38.7	32.3	19.4	51.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	126	N/A	36.0	50.4	13.6	N/A	13.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	121	99.2	26.3	40.4	33.3	N/A	33.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	126	N/A	45.6	34.4	16.0	4.0	20.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	121	100.0	27.0	35.7	28.7	8.7	37.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 451)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.4%	2.4%
Attendance rate	95.4%	Down from 95.9%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.8%	Down from 3.8%	8.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.9%	Up from 5.2%	9.0%	8.0%
Older than usual for grade	0.4%	Down from 1.8%	2.0%	1.1%
Suspended or expelled	0.2%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	51.5%	Down from 52.9%	43.9%	50.0%
Continuing contract teachers	78.8%	Up from 76.5%	83.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.2%	Down from 89.3%	84.7%	86.2%
Teacher attendance rate	95.7%	Up from 92.9%	94.9%	95.3%
Average teacher salary	\$41,573	Up 4.7%	\$39,285	\$39,909
Prof. development days/teacher	13.1 days	Up from 12.3 days	12.1 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	19.0 to 1	Up from 18.3 to 1	18.1 to 1	18.9 to 1
Prime instructional time	89.6%	Up from 87.1%	89.3%	89.7%
Dollars spent per pupil*	\$6,109	Up 16.7%	\$6,006	\$5,892
Percent spent on teacher salaries*	67.0%	Up from 66.1%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The faculty and staff of J. L. Cain Elementary School are committed to keeping abreast of current research that will help to improve student achievement as well as parent and community involvement. We continue to work with parents and community through PTO, Principal's Chats, parenting workshops, news articles, newsletters, and the School Improvement Council.

At Cain Elementary we believe that we are a "School of Champions" with students excelling in academics, discipline, and fine arts. It is our goal to teach, nurture, and help every student to become a successful, well-rounded learner for life. We believe that the school should create an environment that is student-centered, challenging, engaging and informative.

J. L. Cain is a Title I school that provides teachers with staff development opportunities based on best educational practices in reading, writing, math and science. All of our teachers are certified by the state of South Carolina. Over the past year, our curriculum focus has been on collaborative learning, Thinking Maps, Balanced Literacy strategies, Working on the Work, Building Blocks, preventive discipline, South Carolina standards, Reading Recovery, problem solving, spiraling, and technology.

Our students participated in many service-learning projects such as: honoring veterans, purchasing phone cards for American troops in Iraq, collecting cans for a burn center, collecting canned goods and supplies for a community center to help needy families, collecting money for St Jude Hospital, and participating in the Samaritan's Purse Project. We also participated in the district-wide art contest, the Governor's Reading Program, the Governor's Citizenship Award Program, Terrific Kids, Students Taking a Stand Against Drugs, Jump Rope for Heart, and Keep America Beautiful.

Other extra-curricular opportunities and learning experiences are provided for our students through field trips, art exhibitions, musical performances, after-school programs, speakers, and the library club. A wireless lab was purchased to enhance our students' learning of technology and to integrate technology into the curriculum.

We strive to provide the best for our students. It is our sincere hope that this report for parents of J. L. Cain Elementary will be a significant source of how we are growing and meeting the individual academic and social needs of our students.

Wanda Odom, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.